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ABSTRACT

This 1993 annual report describes how Tennessee's education system, from preschool through graduate school, works to improve teaching and learning for all citizens. Following a list of State Board of Education and the Tennessee Higher Education Commission members, a preface, and an introduction, the first part details cooperative programs between higher education and K-12 education in Tennessee. The partnerships operate in the areas of work force preparation, teacher preparation, student career opportunities, teacher inservice and exchange, information exchange, and articulation from high school to college. Part 2 presents data that measure the state educational system's progress toward meeting 26 objectives. Part 3 identifies five goals as central to sustained progress: (1) adequate and sustained funding levels; (2) a statewide technology network; (3) an increase in state-of-the-art technology accompanied by effective instructional practices; (4) early childhood education and parent involvement; and (5) university research and economic development. Appendices contain information on the requirements for the annual joint report, a list of Tennessee schools participating in the 1992 Tech-Prep Consortia, examples of cooperative programs, high school graduation requirements, and master plans for elementary-secondary and higher education. (LMI)

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PUTTING PARTNERSHIPS TO WORK

Annual Joint Report
on
Preschool Through Graduate Education in Tennessee

The Tennessee State Board of Education
and
The Tennessee Higher Education Commission

January 29, 1993

EA 025 371

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PREFACE

The State Board of Education and the Tennessee Higher Education Commission annually report the status of public education to the Governor, the General Assembly, and all public schools and institutions of higher education and their respective boards. (TCA 49-1-302, APPENDIX A) The preparation of the annual joint report provides an opportunity for the State Board and the Higher Education Commission to assess joint efforts, provide an overview of the challenges and prospects for public education, and present a statement on the improvements, plans, and goals for the future.

The 1993 annual joint report, *Putting Partnerships to Work*, describes how Tennessee's system of education, at each level from preschool through graduate school, works to improve teaching and learning for the citizens of the state. The report depicts the positive climate which exists for cooperation among all levels and gives examples of some of the partnerships that have grown within that environment.

During the next several years, Tennessee must make available an educational system which will support a changing economy, improve the quality of life, and meet the aspirations of its citizens. The Board and the Commission affirm their resolve to provide the necessary policy leadership to attain the goals of the respective Master Plans for public schools and higher education institutions and to meet these challenges. They also stand ready to support the Governor and the General Assembly in their efforts to sustain quality education for every Tennessean.

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INTRODUCTION

As Tennessee works toward accomplishing its education goals for the 21st century, partnerships among all levels of education becomes increasingly critical. Some of the factors which have made new partnerships necessary are the staff development needs of schools, changing demographics of entering college students, greater competition among colleges for new students, increasing concern for the needs of at-risk students at all educational levels, major nationwide movements toward education reform, and concern for better articulation among the various levels of education.

Tennessee has enjoyed cooperative relationships among all levels of education since its earliest history. These relationships were strengthened with the passage of the Comprehensive Education Reform Act of 1984. The education reforms spawned by this Act have provided new stimuli for partnerships and a positive climate of expectations under which the goals of reform can be accomplished. The cooperative attitude is evident in this paragraph from the state's Master Plan for Higher Education, Higher Education Serving Tennessee, developed in 1990:

> *The relationship between K-12 and higher education is a mutually dependent continuum. Success at any one level of education depends on good performance at all levels and lack of success at any level will defeat success at other levels. Higher education has a responsibility to serve and support K-12 as its partner in improving all of education.*

The education boards serving the elementary and secondary public schools in the state also recognize the need for partnerships. The teacher education policy adopted by the State Board of Education in 1988 emphasizes new partnerships in the preparation and professional support of teachers. In the 1990 Master Plan for Tennessee Schools: Preparing for the Twenty-First Century is found this goal:

> *Teaching will be a profession of choice for a significant portion of the best and the brightest graduates of the state's colleges and universities.*

PART I: COOPERATION BETWEEN HIGHER EDUCATION AND K-12

WORKFORCE PREPARATION

The education master plans have focused initiatives on assuring that the educational level of Tennesseans are adequate to meet the employment needs of the next century. The economy of Tennessee is dependent on our workforce possessing the skills and educational preparation to meet job requirements of the near future. Authorities agree that at least two-thirds of jobs available to Americans after the turn of the century will require at least some post-secondary preparation. Currently, around one-third of Tennesseeans have some post-secondary education. It is the intent of the education boards that the economy of the state not be dependent on a workforce where only one-third of its workers are prepared for two-thirds of the available jobs.

An excellent example of workforce preparation can be found in the Technical Preparation Program. "Tech-Prep" is a nationwide initiative to improve preparation of the workforce through cooperation between K-12 vocational programs and technical programs at higher education institutions. There have been numerous efforts across the nation to smooth the transition from high school to college. Particularly in vocational areas, this transition can be smoothed by avoiding duplication between high school and collegiate level vocational coursework. Plans which seek to avoid this duplication and which enhance the transition between the two levels are often referred to as 2 + 2 models. This "2 + 2" refers to the last two years of high school and the first two years of college. The Tennessee Board of Regents and the State Department of Education have cooperated in establishing such a program in Tennessee.

Tennessee's Tech-Prep Program has completed the first year of its three-year development plan. The plan is characterized by the equitable distribution of federal funds ($1.4 million to Tennessee in 1991-92) to Tech-Prep consortia coordinated by the fourteen TBR two-year colleges. The federal funds are provided under the Vocational and Applied Technology Education Act (Perkins Legislation). While individual colleges had developed some initial Tech-Prep program prior to the Perkins grant, this grant has enabled the Board of Regents to expand the effort to the entire state. It also provides a vehicle for bringing together other vocational education initiatives such as the Southern Regional Education Board's Vocational Education Consortium and the Tennessee Valley Authority's support of vocational and technical training.

State-wide coordination ensures equal access to Tech-Prep for students in every region of the state, in high schools in urban as well as rural areas. In the Tennessee Tech-Prep Program, the fourteen consortia are designed according to a common model. In this model, each of the fourteen two-year colleges provides coordination for a local consortium of area high

schools, the college, area vocational/technical (AVT) schools, and area businesses and industry. These local alliances are under the direction of an Executive Committee comprising school system superintendents, high school principals, the college president, AVT school directors, and area employers. This Executive Committee directs the expenditure of funds, establishes the priorities of the consortium, and ensures compliance with the terms of the federal legislation.

The Tech-Prep curriculum represents a series of linkages between high schools, two-year colleges, AVT schools, employers, and the community. Tech-Prep programs are constructed on a "2 + 2" basis: two years of high school are linked to two-year associate degree programs at the two-year colleges or to diploma programs at the AVT schools. The high school component of the Tech-Prep program provides a curriculum which is an alternative college preparatory program. It includes applied technology, science, mathematics, and communications courses as preparation for the technology programs and for employment in technology-related vocational fields.

Appendix B of this report is a listing of the 208 public high schools across the state who are participants of the Tech-Prep Program and the two-year colleges with which they participate as part of the consortium. These 208 high schools represent almost 60% of all the public high schools in Tennessee.

TEACHER PREPARATION

With the onset of comprehensive educational reform efforts in the early 1980s came demands for better preparation of teachers. Tennessee's educational leadership responded with significant changes in the academic preparation and licensure of teachers. For many years, teacher certification consisted mainly of counting the number of specified courses required in each teaching area and the issuance of a teaching license by the state based on the satisfaction of these quantitative requirements.

The responsibility for teacher licensure requirements has increasingly shifted to the higher education institutions which prepare the teachers. These institutions must meet high standards specified by the state in order for their preparation programs to be approved. Curricula for teacher preparation must meet rigid standards of quality and must contain larger amounts of liberal arts coursework and more practical experience in schools than was formerly required.

These standards were developed under the leadership of the State Board of Education and the Tennessee Higher Education Commission with the participation of teachers, school administrators, citizens, higher education governing boards, and college faculty and administrators. The end result of these reforms has been a virtual re-invention of teacher preparation programs which focus on quality and performance rather than on quantity of coursework alone.

Prospective teachers are tested before being allowed to enter the professional level of preparation. They are screened by faculty committees who select the very best candidates for teacher education. Rather than the traditional "student teaching" where the student is sent to a demonstration site to observe and teach under the direction of a supervising teacher, there has been a movement toward a system of "teacher internship" where the teacher candidate may spend up to a year, with responsibility for a regular teaching post, while still participating in college coursework and receiving suggestions from their teaching colleagues. This system blurs the line between the end of the college education and the beginning of a teaching career and provides a far smoother transition into the profession. For such a system to be successful, a new partnership is required between local school systems, which provide a master teacher as a mentor and a classroom for the intern, and the colleges, which provide the academic supervision and reflection on practice.

OPPORTUNITIES FOR STUDENTS

Many programs provide chances for high school students to explore career options at a post-secondary level. These range from one-day programs where students are brought onto college campuses to study opportunities in specific fields, to summer workshops which immerse the student in a college discipline to give them a chance to try their skills and aptitudes before committing to a college major.

Several of the state's engineering schools have summer workshops to encourage students interested in becoming engineers. One such program, at Tennessee Technological University, has been successful in encouraging women to choose engineering careers. Several others, including The University of Tennessee at Knoxville and Tennessee State University, focus on minority students.

These opportunities for high school students reach far deeper than simply serving as recruiting devices. For example, seven of the private colleges and universities in Nashville--Belmont University, David Lipscomb University, Fisk University, Free-Will Baptist Bible College, Meharry Medical College, Trevecca Nazarene College, and Vanderbilt University--participate in the city's Project Pencil (Public Education Nashville Citizen's Involvement in Leadership) and provide services such as tutoring and special programs to students at the schools they have adopted for an ongoing supportive, working relationship. The Vanderbilt program provides tuition-free classes to seniors who complete Advanced Placement courses in their junior year and allows special access to the University's libraries.

Another interesting example can be found in a cooperative effort between environmental science faculty at The University of Tennessee at Knoxville and high school faculty at Clinton High School. Their project brings faculty and high school students together to focus on field work in raptor rehabilitation, including physical and medical care of injured birds of prey and career opportunities in the area of veterinary medicine and the environmental sciences.

Another type of student opportunity is offered by the Middle College High School which was established by Shelby State Community College and Memphis City Schools. The school provides high risk students with an intensive curriculum directed toward their academic success and possible progression into higher education. The school is located on Shelby State's Midtown Campus and serves approximately 300 academically capable but dropout-prone students.

TEACHER IN-SERVICE AND TEACHER EXCHANGE PROGRAMS

Teacher preparation institutions have traditionally been a source of expertise for local school systems attempting to provide valuable in-service activities to their faculties. Several school systems have arranged teacher exchange programs with universities which provide opportunities for college faculty and school faculty to experience each other's special problems and opportunities. Other academic areas of colleges and universities have begun providing specialized in-service opportunities for Teachers. Recent policies adopted by the State Board of Education encourage school systems and higher education institutions to develop further activities and programs for ongoing staff development.

INFORMATION EXCHANGE

With the ferment to improve school curricula which came with education reform throughout the past decade and with changing admission requirements being addressed by the colleges and universities came the need for increased communication between school and college faculty. The Tennessee Collaborative for Education Excellence, a cooperative activity of the Tennessee Board of Regents, The University of Tennessee, the State Department of Education, the State Board of Education, and The College Board, brings together high school and college faculty in specific disciplines to explore common problems and improve students' academic preparation for college.

Activities of the Collaborative range from numerous workshops across the state which bring together small groups of teachers to a summer leadership academy which annually brings together over 100 K-12 and college faculty as Fellows who work together to develop methods of helping students strengthen competencies in all academic areas.

Until recently, high schools had limited knowledge of how well their students performed once they matriculated into college. Both The University of Tennessee and the Tennessee Board of Regents systems have developed programs whereby comprehensive results of freshmen entrance tests and reports of grades during the freshman year are conveyed to the high schools from which the students graduated. The TBR Feedback Reports were featured in a 1992 Southern Regional Education Board publication, *Readiness for College: College-to-school Reporting in the SREB States*, as the most comprehensive and effective reporting system in place among the SREB states.

ARTICULATION FROM HIGH SCHOOL TO COLLEGE

Assuring that high school graduates are academically prepared to begin their college studies has long been a concern of both higher education and K-12 education in Tennessee. A number of projects, including the previously mentioned Tennessee Collaborative for Educational Excellence, have focused on this concern.

Another program which addresses this need is the Tennessee Equity 2000 program. The College Board, with support from the National Science Foundation, chose Nashville as one of six Equity 2000 pilot sites to provide intensive teacher training for eighth, ninth, and tenth grade mathematics teachers and guidance counselors. The Nashville partnership includes The College Board, Nashville-Davidson County Schools and The Tennessee Board of Regents. Its goals are to bridge high school mathematics instruction and college mathematics courses and to address the correlation between high school math preparation and college attendance and success among minority students. Components of the project include a summer mathematics institute and follow-up in-service activities during the year.

The Tennessee Board of Regents has also sponsored regional "Writing Across the Curriculum" workshops across the state. These workshops familiarize teachers with the holistic scoring process to encourage teachers in all disciplines to assign writing exercises to students in order that their competence in writing is improved.

OTHER PARTNERSHIPS

The listing in Appendix C of this report, while not comprehensive, will give further evidence of the scope of partnerships between the various levels of education.

PART II: PROGRESS TOWARD EXPECTED RESULTS

In the 1991 Annual Joint Report, twenty-six objectives were identified from the planning documents of the State Board of Education and the Tennessee Higher Education Commission as being critical to the future of all Tennesseans. In some areas, we have made significant progress toward expected results, while in others, we have not done as well. This section of the annual report provides a listing of available data measuring progress on each objective. Overall, the facts confirm that education has performed in a manner which should instill pride in all Tennesseans.

1. A 25% increase in those who receive GED credentials each year.

GED Enrollment/Completion
(1989-1992)

	1989	1990	1991	1992
GED Test Takers	15,316	16,360	18,757	19,443
Completed GED	9,093	9,953	11,759	11,697
% Completing GED	59.4	60.8	62.7	60.2
% Change from 1989	N/A	9.5	29.3	28.6

2. A 15% increase in the percent of high school graduates who go on to postsecondary education each year.

Undergraduate Enrollment in Public Higher Education Institutions
(1989-1992)

	1989	1990	1991	1992
Total Undergraduate Enrollment	147,326	154,959	163,882	170,409
High School Graduates	44,610	44,872	43,944	N/A
First-time Freshmen	20,573	20,084	19,979	N\A
Percent of High School Graduates	46.1	44.8	45.5	N/A

3. A 10% increase in the graduation rate each year of full-time degree-seeking college students.

Persistence to Graduation
Full-Time Degree Seeking Students
(1990-1992)

40.71% of first-time freshmen in 1984 graduated by 1990
41.86% of first-time freshmen in 1985 graduated by 1991
41.94% of first-time freshmen in 1986 graduated by 1992

4. An improved participation rate in postsecondary education from all geographic areas of the state equal to the current state mean participation rate.

Number of Degrees (Certificate through Doctorate)
Awarded at Public Higher Education Institutions
By Geographic Permanent Address of Candidate
(1989-92)

	1989-90	1990-91	1991-92	% Change From 1989
West Tennessee	4,743	4,904	5,421	14.3
Middle Tennessee	5,573	5,831	5,972	7.2
East Tennessee	5,929	6,252	6,902	16.4
Upper East Tennessee	1,799	1,785	1,947	8.2
Out-of-State	1,836	1,817	2,098	14.3
Foreign	633	619	620	-2.1
Total	20,513	21,208	22,960	11.9

5. An increase in the participation rate of black citizens in Tennessee higher education.

Black Enrollment in Public Higher Education
(1990-1992)

	Black Students	% of Total Enrollment
Fall 1990	21,881	14.12
Fall 1991	25,200	15.25
Fall 1992	25,936	15.22

6. An increase in the number of high school students completing algebra and advanced mathematics

High School Enrollment in Mathematics Courses
(1985-86 through 1991-92)

	1985-86	1989-90	1990-91	1991-92	% Increase 1985 to 1992
Algebra I	49,300	48,800	49,050	50,900	3.2
Algebra II	24,300	29,850	31,250	30,800	26.7
Geometry	28,750	31,800	32,000	32,900	14.4
Advanced Mathematics	11,400	13,850	14,950	16,100	41.2

7. An increase in the high school graduation rate to 90% of those students who enter the ninth grade.

Tennessee High School Graduation Rate
(1991-92)

Regular high school diploma	36,464
Honors diploma	6,345
Special education diploma	1,135
High school certificate	325
GED Diploma (19 years and under)	3,828
Total Graduates	47,849

Dividing the total number of 1992 graduates by the number of ninth grade students in Fall 1988 yields a graduation rate of 72.9% See also Appendix F.

8. A decrease in the number of recent high school graduates needing remedial course work in postsecondary education programs.

First-time Freshman (age 20 and under)
Requiring Remedial/Developmental Courses
(1990-1992)

Term	Percent
Fall 1990	47.1
Fall 1991	50.8
Fall 1992	49.7

9. An increase in the enrollment in graduate and professional programs in accordance with state and national needs.

Public Higher Education Graduate and Professional School Enrollment by Field of Study (1990-1992)

	1990	1991	1992	% Change 1990-1992
Allied Health and Medical	2,198	2,362	2,586	17.7
Business	2,036	2,178	2,182	7.2
Computer Science and Engineering	1,755	1,782	1,855	5.7
Education	4,191	4,207	4,315	3.0
Law	901	879	869	-3.6
Mathematics and Science	1,231	1,267	1,314	6.7
Other	7,145	7,430	7,862	10.0
Total	19,457	20,105	20,835	7.8

10. A statewide technology network in place to serve the teaching, learning, and management needs of schools, institutions, and state agencies.

A plan for a statewide K-12 technology network (Tennessee Education Network) and a plan for the 21st Century Classroom have been developed by the State Department of Education to serve the teaching, learning, and management needs of public schools and the state. The plan has projected an implementation schedule as follows:

Management Information System:

• Select TEN teams	Fall 1992
• Preliminary certification of software vendor	January 1993
• TEN Pilots implemented (2-3 sites)	March/April 1993
• Regional Data Conference	January 1993
• Roll-out of Student Information System and Develop Reporting Mechanisms	July 1994
• Roll-out Implementation of TEN to begin	July 1993
• Major feedback of Data occurring through TEN	Spring 1994

Tennessee Education Network Automation:

• Student Management	Pilot 1992-93 and rollout 1993-94
• Performance Management	Pilot 1992-93 and rollout 1993-94
• Financial Management	Pilot 1994-95 and rollout 1995-96
• Personnel/Payroll	Pilot 1994-95 and rollout 1995-96
• Pupil Transportation	Pilot 1995-96 and rollout 1996-97
• School Food Service	Pilot 1995-96 and rollout 1996-97
• Facilities/Supplies	To be developed, rollout to be determined
• Library Management	Pilot 1997-98 and rollout 1998-99
• Textbook Inventory	To be developed, rollout to be determined
• SBE Rules and Regulations	To run on electronic mail background as developed throughout implementation plan
• Project and Program Management	Pilot 1996-97 and rollout 1997-98
• Office Automation	To be developed throughout implementation plan
• Telecommunications & Data Collection	To be developed throughout implementation plan

21st Century Classroom (over next 8-10 years):

- Regional Resource Center (3 centers initially, 8 within 2 years)
- Implement Pilot Schools/Classrooms
- Implement 21st Century teams (initial focus on grades K-3)
- Teacher Technology Training Programs

11. An increase in the use of state-of-the-art technology and effective instructional strategies in every public school and college classroom and supported by a comprehensive professional development system for faculty and administrators.

21st Century Classroom Technology
K-12 Schools

Funding for the 21st Century Classroom technology is included in the Basic Education Program (BEP) funding formula adopted in 1992 as part of the Education Improvement Act (EIA). The initial phase of BEP funding occurred during 1992-93. New state funds totaled $113 million. The BEP provides a means for local school systems to augment classroom technology. The State Department of Education reported that local school systems had budgeted approximately $4 million of the new BEP funds in 1992-93 to purchase additional technology for instructional programs.

Support for Instructional and Research Technology
Public Higher Education Institutions
(1990-1993)

Year	Amount
1990-91	$6.1 million
1991-92	$0
1992-93	$7.4 million

Professional development activities developed by the State Department of Education for K-12 teachers and administrators during 1991-92 included the following:

- Non-Graded Elementary Workshops
- K-12 Mathematics Summer Workshop
- Tennessee Arts Academy
- Tennessee Educational Technology Conference
- Governor's Academy for Teachers of Writing
- Governor's Academy for Teachers of Foreign Language
- Special Education Institutes
- Vocational Education Summer Conference
- Skills Enhancement: The Teaching Process
- Skills Enhancement: Cooperative Learning
- Positive Attitudes in Tennessee Schools
- Partnerships to Assist School Success (for minority teacher recruitment)
- Tennessee Academy for Principals-Administrators
- Tennessee Executive Development Program for Public School Leaders
- School Board Training Academy

Dwight D. Eisenhower Mathematics and Science Program
K-12 Teacher Training
(1990-1993)

	1990-91	1991-92	1992-93
K-12 Funding	$1,680,906	$2,700,000	$3,177,976
School Systems Projects	139	139	139
Higher Education Funding	$591,429	$951,521	$1,118,176
Higher Education Projects	22	32	41

While a number of significant staff training efforts for K-12 personnel have continued over the past several years, a comprehensive professional development system at the state, school, and institution level is needed. Additional professional development funding and planning

is needed to support effective instructional practices and expand the use of technology by both preK-12 and college faculty and administrators.

12. A decrease in the grade-level retention rates of elementary students.

Percent of Students Retained
(1985-86 through 1991-1992)

	1985-86	1989-90	1990-91	1991-92
First Grade	12.3	8.7	7.7	6.9
Grades K-8	6.0	4.7	4.4	4.2

13. An increase to 100% of the four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs.

Four Year Old At-Risk Children (Estimates)
(1990-1991)

	Number
Four Year Old At-Risk Children	18,500
Enrolled in Head Start	7,400
Enrolled in other programs	500
Remaining to be served	10,600

14. An increase in the achievement levels of students in grades 2-8 and 10 on both the Tennessee Comprehensive Assessment Program (TCAP) and the proficiency test.

Student Performance on TCAP

For 1991-92, TCAP student performance results for grades 2-8 and 10 are similar to the two previous years. With the exception of grade 6 (total reading and science), the scores of Tennessee students on the nationally normed portion of the test were above the median national average at every grade level. On tests or reading, language, math, science, and social studies, the median Tennessee percentiles range from 46 (grade 6, science) to 68 (grade 2, total mathematics). Mastery of the Tennessee curriculum in mathematics and language, as measured by the criterion portion of the test, is especially high in second and third grades and varies somewhat in grades 4 through 8. For a complete report on TCAP scores, see the 1993 Annual Report on Student, Teacher, and School Performance.

Percent of Ninth Grade Students Passing Both Mathematics and Language Arts Parts of the Proficiency Test (1989-1992)

Year	Percent
1989-90	78
1990-91	83
1991-92	78

15. An increase in the percent of high school graduates who complete the ACT core curriculum.

Tennessee Students Taking ACT (1988-1992)

	1988	1989	1990	1991	1992
Percent Students Completing Core Curriculum	29	34	36	39	40
Average Composite Score of All Students Competing Core Curriculum	N/A	N/A	21.8	21.1	21.6
Average Composite Scores of All Students Completing Less than Core Curriculum	N/A	N/A	19.1	19.0	19.1
Average Composite Score of Black Students Completing Core Curriculum	N/A	N/A	18.5	18.4	18.2
Average Composite Score of Black Students Completing Less than Core Curriculum	N/A	N/A	16.2	16.2	16.3

16. An increase in the average ACT score of high school graduates.

Average ACT Scores (1990-1992)

	Tennessee			SACS Region	Nation		
Content Area	1990	1991	1992	1992	1990	1991	1992
English	20.5	20.2	20.2	19.8	20.5	20.3	20.2
Mathematics	19.1	19.1	19.3	19.3	19.9	20.0	20.0
Reading	N/A	20.8	20.8	20.2	N/A	21.2	21.1
Science Reasoning	N/A	19.9	19.9	19.8	N/A	20.7	20.7
Composite	20.1	20.1	20.2	19.9	20.6	20.6	20.6

Average ACT Composite For First Time Freshman
Public Higher Education Institutions
(1990-1991)

	1990	1991
Overall	19.94	19.71
Two-Year Institutions	18.02	17.80
Universities	21.28	21.26

17. An increase in the number of high school students each year who complete advanced placement examinations and score 3 or above.

Advanced Placement Candidates
(1987, 1990-1992)

	1987	1990	1991	1992
Number of Students Taking Exams	4,227	5,196	5,578	5,571
Number of Exams Taken	N/A	N/A	8,055	8,475
Number of Exams With Scores of 3 to 5	N/A	N/A	5,107	5,650
Percent of Tenn. Exams with Score of 3 to 5	N/A	N/A	63.4	67.0
Percent of Nat'l Exams with Score of 3 to 5	N/A	N/A	64.1	66.0

18. An increase in the number of individuals each year who become licensed teachers in Tennessee.

Graduates Completing Teacher Education Programs
Leading to Initial Licensure
(1989-1992)

Year	Graduates
1989-90	2,466
1990-91	2,429
1991-92	2,862

Number of New Teacher Licenses
(Probationary, Out-of-State, and Interim Probationary)
(1988-89 through 1990-1991)

Year	Licenses
1988-89	4,981
1989-90	5,523
1990-91	5,638

19. An increase in the test performance and evaluation results of teacher candidates and beginning teachers.

NTE Examination Results for
Teacher Candidates
(1985-1991)

Year	Percent Passing Core Battery
1985-86	95
1986-87	96
1987-88	95
1988-89	95
1989-90	96
1990-91	95

In addition, teacher candidates are required to attain passing scores on specialty area tests in one or more of 29 endorsement areas. Tests have been validated and approved for use in 13 additional areas of endorsement.

20. An increase in the percentage of minorities entering the teaching profession.

Black Teachers in Public Schools
(1986-1991)

	1986-87	1987-88	1988-89	1989-90	1990-91
% of First Time Licensed Teachers	5.2	5.3	7.8	7.0	6.6
% of Newly Hired Teachers	6.9	6.4	8.0	7.5	7.3
% of Teachers	N/A	N/A	N/A	N/A	11.2
% Black Students	N/A	N/A	N/A	N/A	22.5

21. An increase in the number of adults served in adult literacy programs and who progress from one level of literacy to another.

Enrollment and Completion
Adult Literacy Programs (Estimates)
(1989-1992)

	1989-90	1990-91	1991-92
Total Enrollment	40,000	55,000	60,000
Completion Basic Literacy Programs Skills up to Grade 6	1,800	15,000	17,000
Completion Basic Education Level Two Skills up to Grade 9	3,000	13,000	7,000
Completion General Educ. Diploma Skills up to Grade 12	9,000	10,000	12,000

22. An increase in the number of school/business and private sector/university or college partnerships.

Public School Partnership Programs
With Business and Communities
(1989-1992)

	1989	1990	1991	1992
Percent of School Systems with Organized Programs (estimate)	70	75	80	85
Governor's A+ Awards (Community Commitment to Excellence in Education)	14	28	38	49

23. An increase in school-based decision making in public schools.

Major Policies and Legislation
Affecting School-Based Decision Making

November 1990: Master Plan for Tennessee Schools: Preparing for the 21st Century adopted by State Board of Education encourages school-based decision making as an important improvement strategy for local schools. November 1991 and November 1992 updates to Master Plan continue to include encouragement of this strategy.

July 1991:	Major revision in Rules, Regulations, and Minimum Standards approved by the State Board of Education reduces state level requirements and provides additional flexibility to local school systems.
November 1991:	Policy for Principals in Tennessee Schools adopted by State Board of Education to improve selection, preparation, licensure, and professional development for principals with additional focus on performance and student/school outcomes.
March 1992:	Education Improvement Act adopted by Tennessee General Assembly allows school systems to establish school-based decision making, provides appointed superintendents and principals with new authority at the system and school level, and authorizes alternative education programs and break-the-mold schools.
July 1992:	Professional Development Policy for Tennessee's Schools adopted by State Board of Education encourages expanded school level planning and implementation of staff development activities and programs focused on school level priorities and improvements.

24. Adequate and sustained funding levels for pre K-12 and higher education.

State Funding Levels[1] for Public Education
(Operating and Capital; billion dollars)
(1990-91 through 1992-1993)

	1990-91	1991-92	1992-93
K-12 State Funding	$1.41	$1.32	$1.53
Higher Education State Funding	$ .77	$ .68	$ .84

[1] The funding totals for 1992-93 do not reflect a mid-year salary increase.

25. An increase in university research, including applied research which contributes to economic growth.

Research Expenditures in Public Universities
(Non-State-Appropriated; million dollars)
(1989-90 through 1991-1992)

	1989-90	1990-91	1991-92	% Change 1989-90 to 1991-92
Expenditures	$87.1	$93.6	$100.0	14.8
Adjusted for Inflation	84.2	87.4	87.3	3.7

26. An increase in private gifts and grants to colleges and universities.

Private Gifts, Grants, and Contracts
To Public Higher Education Institutions (million dollars)
(1989-90 through 1991-1992)

	1989-90	1990-91	1991-92	% Change 1989-90 to 1991-92
Actual Receipts	$62.9	$69.0	$73.2	16.4
Adjusted for Inflation	62.9	64.5	66.5	5.7

THE FUTURE

State governing and coordinating boards have the responsibility to anticipate and plan for the future. From among the 26 goals of the two master plans on which progress has been reported, the Board and the Commission continue to view the following five goals as central to sustained progress. State and local policy makers should give these particular attention during 1993:

- Adequate and sustained funding levels for preK-12 and higher education to serve Tennessee's student population
- A statewide technology network to serve the teaching, learning, and management needs of schools, institutions, and state agencies
- An increase in the use of state-of-the-art technology and effective instructional practices in every public school and college classroom, supported by a comprehensive professional development system for preK-12 and higher education faculty and administrators
- An increase to 100% of the four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs
- An increase in university research, including applied research which contributes to the state's economic growth

ADEQUATE AND SUSTAINED FUNDING LEVELS

While the means to provide continuing, adequate funding for public education are yet to be determined by the General Assembly and the Governor, the Board and the Commission have developed and adopted comprehensive funding formulas based upon annually assessed needs and documented costs. The formulas, when fully funded, will provide adequate financial support for schools and higher education institutions to provide continuous, high quality, educational experiences for students. The approval of the Basic Education Program (BEP) funding formula for public schools as part of the Education Improvement Act (EIA) of 1992, along with new local governance and accountability provisions provided an important first step. The full funding of both preK-12 and higher education formulas and initiatives are fundamental to accomplishing all the goals of the master plans. We must recommit in 1993 to find the tax resources necessary for supporting the educational plans.

STATEWIDE TECHNOLOGY NETWORK

A statewide technology network is essential to progress in the state's public education system. Students, teachers, and administrators deserve modern resources to facilitate learning and the daily operation of schools and institutions. Tennessee can ill afford to perpetuate a classroom learning environment designed for the 19th century when its citizens must work and compete in a global marketplace dominated by technological innovation and the power of instantaneous movement of information. Initiation of pilot programs in schools and institutions during 1993 is essential to establishing a statewide technology network in a timely manner.

STATE OF THE ART TECHNOLOGY AND EFFECTIVE INSTRUCTIONAL PRACTICES

An increase in state-of-the-art technology in the classroom must be complimented by state-of-the-art curriculum. In some cases, modern technology can provide students and teachers access to current curriculum materials and resource information. In other cases, the presentation of the curriculum content, whether by the use of modern technology or through direct student/teacher interaction, requires the use of effective instructional practices such as non-graded or multi-age classrooms and schools, cooperative learning, whole language, hands-on mathematics and science, and peer tutoring.

The use of technology and effective instructional techniques must be supported by a comprehensive professional development system which provides faculty and administrators with the opportunity and the resources to learn new information and techniques. Funds to initiate additional staff training and development activities for both K-12 and higher education are needed. These efforts should begin in 1993 and support the phase-in implementation of the overall education reform plan in the next few years.

EARLY CHILDHOOD EDUCATION AND PARENT INVOLVEMENT

We must commit ourselves to educating all children. Extensive research and experience during the past thirty years has demonstrated that high quality early childhood education programs for at-risk children result in greatly improved academic achievement and substantial reduction in state expenditures when the students mature. The Board has adopted a policy, developed in cooperation with the State Department of Education, for early childhood education and parent involvement in Tennessee. The policy contains a plan of action for enrolling 100% of the four-year old at-risk children and their families in comprehensive programs funded by federal Head Start or by the state. A commitment to provide the state funding in combination with increased federal funding over the next several years to initiate these programs is needed in 1993.

UNIVERSITY RESEARCH AND ECONOMIC DEVELOPMENT

The public education system and the economy of Tennessee will not improve and flourish without an effective research component. Business and industry, as well as schools and higher education institutions, can only develop and improve services and products if there is a strong commitment to conducting research and to obtaining resources which support both experimental and applied research.

The state's commitment to establishing and funding Centers of Excellence and Chairs of Excellence at each of the public four-year universities has provided a basis for efforts to secure additional external support for research. This essential focus should continue to be supported and expanded during 1993 if the overall goals of economic development and quality of life for the 21st century are to be realized.

APPENDIX A
REQUIREMENTS FOR THE ANNUAL JOINT REPORT
AND
SUMMARY OF COMPLIANCE

The annual joint report *Tennessee Public Education: Positioned for Progress in the 1990s* complies with the requirements established in the Public Education Governance Reform Act of 1984 (TCA 49-1-302).

The Public Education Governance Reform Act (PEGRA) of 1984 (TCA 49-1-302) directs the State Board of Education and the Tennessee Higher Education Commission jointly provide a report to the Governor and the General Assembly, all public schools, and institutions of higher learning and their respective boards. The report is to be submitted not later than February first of each year and is to include, but not be limited to:

A. The extent of duplication in elementary-secondary and postsecondary education,

The respective master plans of the State Board of Education and the Tennessee Higher Education Commission are results oriented. The measurements of learning at each level of the education system precludes unnecessary duplication.

B. The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions,

The high school graduation requirements and the requirements for admission to public colleges and universities do not conflict. There are some requirements for graduation from high school which are not requirements for admission to higher education, e.g., physical and health education. Also, there are some requirements for higher education admission that are not required for high school graduation, e.g., two units of a foreign language and one unit of visual/performing arts.

C. The extent to which respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled, and

This report contains achievements of both elementary-secondary and higher education with respect to the master plans, and the two master plans are closely related.

D. The extent to which state needs in public education are being met as determined by such Board and Commission.

This report contains information about the state's needs for education, progress that has been made, and goals for achievement over the next decade.

APPENDIX B

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Chattanooga State Technical Community College	Marion County	Marion Co. High School Whitwell High School South Pittsburg High School
	Grundy County	Grundy Co. High School
	Rhea County	Rhea Co. High School
	Sequatchie County	Sequatchie Co. High School Sequatchie-Bledsoe Voc. Ctr.
	Bledsoe County	Bledsoe Co. High School Sequatchie-Bledsoe Voc. Ctr.
	Chattanooga City	Brainerd High School Chattanooga Pheonix Sch. III Hixson High School Tyner High School Lookout Valley High School Howard School of Academics and Technology
	Hamilton County	Harrison Bay Vocational Ctr. Sequoyah Vocation Center Red Bank High School Soddy Daisy High School East Ridge High School Ooltewah High School Central High School Sale Creek High School
Cleveland State Community College	Bradley County	Bradley Central High School Trewhitt Junior High Bradley Junior High Charleston High
	Cleveland City	Cleveland High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Cleveland State Community College (cont.)	McMinn County	McMinn Central McMinn County McMinn Vocational Ctr.
	Meigs County	Meigs Consolidated H.S.
	Monroe County	Madisonville High Sweetwater High Tellico Plains High Vonore School
	Polk County	Polk County High Copper Basin High
Columbia State Community College	Giles County	Giles County High School Richland High School
	Hickman County	Hickman County H.S.
	Lawrence County	Lawrence County H.S. Loretta High School Summertown High School
	Marshall County	Cornersville High School Forrest High School
	Maury County	Columbia Central H.S. Santa Fe High School Spring Hill High School
	Wayne County	Collinwood High School Frank Hughes H.S. Wayne County H.S.
	Williamson County	Brentwood High School Franklin High School Page High School
Dyersburg State Community College	Dyersburg City	Dyersburg High School
	Dyer County	Dyer County High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Dyersburg State Community College (cont.)	Gibson County	Gibson Co. High School
	Obion County	Obion Co. Central H.S. South Fulton High School Obion/Lake Co. Voc. Sch.
	Tipton County	Covington High School Munford High School
	Trenton Special School Dist.	Peabody High School
Jackson State Community College	Benton County	Benton Co. Voc. Ctr. Central High School Big Sandy School
	Crockett County	Crockett Co. High School
	Decatur County	Riverside High School Scotts Hill School
	Hardeman County	Central High School Middleton High School
	Hardin County	Hardin Co. High School
	Haywood County	Haywood High School
	Henderson County	Henderson Co. Voc. Sch. Lexington High School
	Henry County	Henry Co. High School
	Hollow-Rock Bruceton	Central High School
	Humboldt County	Humboldt High School
	Jackson-Madison County	Jackson Central-Merry High School South Side High School North Side High School
	McKenzie County	McKenzie High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Jackson State Community College (cont.)	McNairy County	Adamsville High School McNairy Central H.S.
	Milan County	Milan High School
	Weakley County	Dresden High School Gleason School Greenfield High School Martin Westview H.S. Palmersville High School Sharon School Weakley Co. Voc. School
Motlow State Community College	Rutherford County	Holloway High School Smyrna High School Oakland High School Eagleville High School Riverdale High School
	Lincoln County	Lincoln Co. High School Central Jr. High Flintville Jr. High Unity Jr. High Blanche Jr. High
	Bedford County	Cascade High School Central High School
	Cannon County	Cannon Co. High School
	Moore County	Moore Co. High School
	White County	White Co. High School
	Warren County	Warren Co. High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Northeast State Technical Community College	Sullivan County	Sullivan East High School Sullivan Central H.S. Sullivan North H. S. Sullivan South H.S. Dobyns Bennet H.S. Tennessee H.S.
	Washington County	Daniel Boone H. S. David Crockett H.S. University School Science Hill H.S.
	Carter County	Cloudland High School Hampton High School Happy Valley H.S. Unaka High School Elizabethton H.S.
	Johnson County	Johnson Co. High School
	Unicoi County	Unicoi Co. High School
Pellissippi State Technical Community College	Alcoa City	Alcoa High School
	Blount County	Heritage High School William Blount H.S.
	Knox County	Austin East H.S. Bearden High School Carter High School Central High School Doyle High School Farragut High School Fulton High School Gibbs High School Halls High School Karns High School Powell High School South Young H.S. West High School
	Maryville City	Maryville High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Roane State Community College	Anderson County	Anderson Co. Comp. H.S. Clinton High School
	Campbell County	Campbell Co. Comp. H.S. Jellico High School
	Cumberland County	Harriman City
	Morgan County	Central High School Coalfield High School Oakdale High School Sunbright High School
	Roane County	Oliver Springs H.S. Rockwood High School Roane Co. High School Midway High School Scott High School
Shelby State Community College	Memphis City	Central High School Craigmont High School East High School East Voc-Tech Center Fairley High School Frayser High School Hamilton High School Hillcrest High School Kingsbury Voc-Tech Middle College H.S. Mitchell High School Northside High School Overton High School Raleigh-Egypt H.S. Southside High School Treadwell High School Trezevant High School Trezevant Voc-Tech Cen. Westwood High School

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Shelby State Community College (cont.)	Shelby County	Bartlett High School Bolton High School Collierville High School Germantown High School Houston High School Kirby High School Millington Central H.S.
	Fayette County	Fayette-Ware Voc-Tech
Volunteer State Community College	Sumner County	Beech High School Gallatin High School Hendersonville H.S. Portland High School Westmoreland H.S. White House High School
	Davidson County	Hunters Lane H.S. Maplewood High School Stratford High School
	Overton County	Livingston Academy
	Macon County	Macon Co. High School
	Putnam County	Cookeville High School
	Clay County	Hermitage Springs School
Walters State Community College	Claiborne County	Claiborne Co. H.S. Powell Valley H.S.
	Cocke County	Cocke Co. High School Cosby High School
	Grainger County	Rutledge High School Washburn High School
	Greeneville City/County	South Greene H.S. North Greene H.S. West Greene H.S. Chucky Doak H.S. Greeneville H.S.

TECH-PREP CONSORTIA 1992-93

Consortia	Participating School Systems	Participating High Schools
Walters State Community College (cont.)	Hamblen County	Morristown High School Hamblen East H.S. Hamblen West H.S.
	Hawkins County	Cherokee High School Volunteer High School
	Jefferson County	Jefferson Co. H.S.
	Sevier County	Seymour High School Sevier Co. H.S. Gatlinburg-Pittman H.S. Chilhowee Academy
Nashville State Technical Institute	Davidson County	Glencliff High School Hillsboro High School Overton High School Pearl-Cohn High School
	Dickson County	Dickson Co. High School
	Humphreys County	Humphreys Co. Voc. Ctr.
	Montogomery County	Montgomery Co. Voc. Ctr.
State Technical Institute at Memphis	Shelby County	Kirby High School Collierville H.S. Millington H.S.
	Fayette County	Fayette-Ware Voc-Tech Fayette-Ware H.S.
	Memphis City	Kingsbury Voc-Tech Kingsburg High School East Voc-Tech East High School Fairley High School Northside High School Manassas High School Craigmont High School

Appendix C
Partnership Program Examples

Program	College or University	K-12 Institutions	Contact	Description
ABLE (Alliance for Better Language Education).	University of Tennessee at Knoxville	Middle schools and high schools in 14 Tennessee counties	Patricia Davis-Wiley, 615/974-2431	This collaborative activity focuses on foreign language advanced conversation and culture, the exchange of successful classroom methods and materials, and the articulation of expectations between each level of instruction and the next.
Assessment Feedback and Instructional Improvement	Nashville State Technical Institute	Metro Nashville and Williamson County High Schools	Richard Huckaba, 615/353-3376	High school counselors use the TBR Feedback Report and SDE test results to devise strategies for disseminating that information to their faculties. The aim is to improve secondary instruction by helping faculty to discover patterns or areas of deficiencies in student mastery.
Assessment Techniques	Shelby State Community College	Memphis area high school faculty	Mose Yvonne Hooks, 901/528-6700	A presentation designed to help faculty develop assessment techniques to measure clinical procedures and applied skills; it will also focus on competency-based curriculum development.
Athens City/McMinn County Chapter I Teacher Network.	University of Tennessee at Chattanooga	Athens City and McMinn County Schools	Jan Mickler, 615/744-4181	The purpose of this alliance is to provide teachers with theoretical and practical tools for decision-making and instructional design.
Autobiography: Reading, Writing and Presenting Your Life Story	Northeast State Technical Community College	Area junior high, high school and college faculty	Tamara Baxter, 615/323-3191	A workshop on the innovative approach to writing in the classroom using the form of autobiography. It provides a variety of useful teaching approaches, guide sheets, examples and bibliographic resources.
Blount and Knox Counties Joint Task Force to Improve Mathematics Education	Pellissippi State Technical Community College	Nine area high schools in Blount and Knox Counties	Brenda Hammons, 615/694-6400	The alliance seeks to improve the mathematical skills of high school students in preparation for college level mathematics and to improve communication between secondary and post-secondary mathematics faculty to initiate curricular reform in math.
Bridges Between Literature and Composition.	University of Tennessee at Knoxville	High school teachers from six Tennessee counties	Sally B. Young, 615/974-4621	This is a workshop which focuses on how the study of literature can be used as a springboard for several types of student writing.
Chattanooga Area Teacher's Alliance for Global Education	University of Tennessee at Chattanooga	Public schools in the Chattanooga area	Jim G. Lewis, 615/755-4374	This alliance is a multidisciplinary group focused on promoting international dimensions in high school and undergraduate education in the Chattanooga area.
Clinch River Environmental Studies Organization (CRESO)	University of Tennessee at Knoxville	Teachers and students from area high schools	Ed Clebsch, 615/974-6209	This initiative is a symposium composed of high school students involved in environmental research, high school science teachers and administrators, scientists from TVA and Martin Marietta, and UTK faculty. The purpose of the symposium is to give the students an opportunity to have their original research critiqued by professional scientists, as well as to provide high school teachers with ideas and encouragement for research projects in the classroom.

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Appendix C
Partnership Program Examples

Program	College or University	K-12 Institutions	Contact	Description
Collaborative on Teaching Social Science Competencies	Chattanooga State Technical Community College	Area high schools	Warren Mackey, 615/892-8410	The collaborative focuses on the competencies identified in the "Blue Book," Academic Preparation in Social Studies: Teaching for Transition from High School to College.
Community-based Screening Program for Mainstream School Children	Southern College of Optometry	School-age children in the Memphis area	Patricia Kowalski, 901/722-3377	Five to six thousand children who could not otherwise afford eye-care have been furnished eye examinations to detect and treat ocular diseases.
Cross-Peer-Age Tutoring Project	Johnson Bible College	Alcoa Elementary School	Chris Templar, 615/579-2261	Freshman teacher education students serve as tutors to at-risk children on a weekly basis.
CSCC/ Bradley County Alliance	Cleveland State Community College	Bradley Central HS and Cleveland HS	Cindy Golledge-Franz and Mildred Sieber, 615/472-7141	The Alliance centers its discussion on the Freshman Enrollment and Placement Feedback Data within small discipline-related groups. It also organizes and schedules biannual collaborations among educators in related disciplines.
Easing the Transition Between High School and College Chemistry	Walters State Community College	HS Chemistry faculty from Claiborne, Sevier, Hancock, Cocke and Jefferson Counties	Victoria Borlaug and Lawrence Kennnard, 615/581-9722	The workshop is designed to provide an exchange between WSCC faculty and area high school Chemistry faculty to share ideas on teaching strategies, to practice the application on graphing calculators to Chemistry classrooms, and to discuss the improvement of student' science preparation for college entry.
East Tennessee Collaborative on Latin American Studies.	University of Tennessee at Knoxville	Area high schools and middle schools	Michael Handlesman, 615/974-3211	This program brings together middle school, high school, and college teachers interested in broadening coverage of Latin America in the school curricula. It improves the articulation of academic goals and standards.
Foxfire Teacher Outreach	Carson-Newman College	Area K-12 teachers in East Tennessee	Sharon Teets, 615/471-3461	Graduate professional development courses are offered free to K-12 teachers.
Government Day at APSU	Austin Peay State University	Clarksville-Montgomery County middle and high schools	James E. Mock, 615/648-7515	This activity aims to stimulate and enhance civic pride, showcase careers in government and politics, and simulate the legislative process.
Governor's Academies for Gifted and Talented Students	ETSU, MSU,MTSU, UTC, UTK, and UTM	All Tennessee local school systems and State Department of Education	Joel Walton, 615/741-0874	This statewide program prodides intensive four-week summer experiences on college campuses for talented and gifted high school juniors and seniors in the areas of the arts, humanities, schiences, future teachers, international studies, and Tennessee studies.
High School Level Competition in English, Math, Science, Computer Information Systems, and Office Administration	Jackson State Community College	Area High School faculty and students	Frank Dodson, 901/425-2601	The purpose of the activity is to acquaint the students with outcomes as they relate to the "Green Book" and Project EQuality. The competition includes one-hour tests covering academic competencies for college in those areas. Teachers review the Freshman Enrollment and Placement Feedback Report and discuss strategies for teaching competencies.

Appendix C
Partnership Program Examples

Program	College or University	K-12 Institutions	Contact	Description
Integrating Physical Science into the Elementary Classroom	Middle Tennessee State University and Columbia State Community College	Teachers from Giles, Hickman, Lawrence, Lewis, Marshall, Maury, Perry, Wayne, and Williamson Counties.	James Hood, 615/898-2074	This one-day collaborative workshop demonstrates the practice of appropriate chemistry and physical science instructional activities for elementary classrooms to address the concern over the amount and quality of time spent for instruction in the elementary school classroom. The audience is made up of pre-service and in-service educators, as well as university educators.
Joint Task Force to Improve Mathematics Education	University of Tennessee at Chattanooga	25 high schools in the Chattanooga area	Robert G. Wynegar, 615/755-4019	This alliance included faculty from UTC, Chattanooga State Technical Community College, Cleveland State Community College, as well as faculty from 25 area high schools. The purpose of the group is to initiate curricular reforms and improve mathematics preparation of high school students in the Chattanooga area. Approximately 6,000 high school juniors in the area will participate in the Tennessee Early Mathematics Placement Test.
Knoxville Area Task Force to Improve Mathematics Education.	University of Tennessee at Knoxville	All Knoxville high schools	Harry T. Matthews, 615/974-2461	The purpose of this task force is to improve high school students' preparedness for college level mathematics. The Tennessee Early Mathematics Placement Test is given to high school juniors to assist them in making choices in their senior year to prepare them for college mathematics courses.
Mathematics in Careers	Walters State Community College	Area schools in Claiborne, Cocke and Hancock Counties	Karla Martin, 615/587-9722	The workshop demonstrates applications of Mathematics to areas such as nursing, accounting, criminal justice, and computer programming.
Middle Tennessee Computing Teacher's Alliance	Middle Tennessee State University	High school teachers from the Middle Tennessee area	Brenda C. Parker, 615/898-2397	This on-going Alliance improves the computer competency of high school students. This includes the basic computer skill all students should have as well as the competencies of incoming freshmen in the computer science field. The Alliance publishes a newsletter twice per month, sponsors summer workshops, and holds meetings to discuss teaching methods, texts, and software for students.
Monteagle Geologic Examination of 3 Roadcut Exposures.	University of Tennessee at Chattanooga	High schools in the Chattanooga area	Richard Bergenback, 615/755-4423	A field project leads teachers through a study of limestone deposition on Montagle Mountain. Assists teachers in preparing their students to learn laboratory and field work skills.
Music Career Day	Memphis State University	Memphis City Schools music faculty and students	Tommie Pardue, 901/775-7483	Seminars, demonstrations, performances and discussions introduce faculty and students to the wide variety of career opportunities in music.
NET (Network of Educators/Teachers).	University of Tennessee at Chattanooga	Chattanooga City and Hamilton County Schools	Jan Mickler 615/755-4181	Over 100 administrators and teachers from Chattanooga area schools attend NET conferences on College Board "Green Book" goals.
Network of Hardy School Educators	University of Tennessee at Chattanooga	Hardy Elementary School	Cynthia M. Gettys, 615/755-4218	The activities of this group focus on the development of literature-based, integrated curriculum instructional exercises. Around 25 Hardy teachers, 50 pre-service teachers, and 5 Hardy system administrators participate in the alliance.

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Appendix C
Partnership Program Examples

Program	College or University	K-12 Institutions	Contact	Description
Peer Tutoring - The Fourth 'R': Reasoning Across the Curriculum	East Tennessee State University	Science Hill HS, Johnson City Public Schools	Jacqueline Gray, 615/929-4278	This collaborative effort is designed to provide activities to enhance the cross-discipline skill of reasoning among selected minority students, particularly those interested in teacher education. High school teachers will develop their skills in peer tutor training to help students with their reasoning skills using the Whimbey Analytical Skills Inventory.
Project for Promoting Educational and Career Opportunities in the Environmental Sciences	University of Tennessee at Knoxville	Clinton High School	Susan Orosz, 615/546-9230	This initiative brings high school and college faculty and students together to collaborate on environmental education issues. The workshops focus on field work in raptor rehabilitation, including physical and medical care of injured birds of prey and career opportunities in the area of veterinary medicine and the environmental sciences.
Project Ready	Vanderbilt University	Metro Nashville Schools	Raymond Winbush, 615/322-2524	The project stimulates interest in low-income children for post-secondary education opportunities. Vanderbilt supplies housing, board, jobs, and counseling for 25-30 students for six weeks each summer.
Revitalizing the Algebra I Classroom	State Technical Institute at Memphis	Memphis City Schools, Shelby County Schools and area private schools	Margie Hobbs, 901/377-4110	The workshop focus is collaborative learning and critical thinking. It stresses interdisciplinary goals by promoting the use of algebra in activities related to the work place.
RSCC Tennessee Collaborative	Roane State Community College	Roane County area high schools	Barbara Dyer, 615/882-4591	The goal of this effort is to build partnerships between RSCC counselors and area HS counselors, teachers and students that will assist students in the transition from high school to college. Sessions will focus on goal setting, resources and technology, vocabulary skills and critical thinking skills.
Spanish and French Immersion Day	University of Tennessee at Martin	Area foreign language teachers	Stephen Mohler, 901/587-7421	This activity assists French and Spanish language teachers in implementing the skills outlined in the College Board Green Book.
Student Literacy Corps	LeMoyne-Owen College	Cummings Elementary School	Fannye Love, 901/942-7335	A tutoring program to enhance the literacy skills of students by student volunteers.
Teaching Greek Literature: A Workshop for School and College English Teachers.	University of Tennessee at Chattanooga	Schools in Hamilton, Rhea, Marion, Sequatchie, Bradley, and Bledsoe counties	Marcia Noe, 615/755-4111	The workshop has operated since 1987 and focuses on texts freqently taught in high school literature courses: the Iliad, the Odyssey, Antigone, and Oedipus Rex.
TEMPT (Tennessee Early Mathematics Placement Test).	University of Tennessee at Martin	23 school systems in Northwest Tennessee	Bill Austin, 901/587-7360	This program tests high school juniors and encourages those who have deficiencies to take appropriate mathematics courses in their senior year. This will directly reduce the need for developmental mathematics for these students when they enter college. The program will serve around 3,000 high school juniors each year.

Appendix C
Partnership Program Examples

Program	College or University	K-12 Institutions	Contact	Description
Tennessee CARES (Comprehensive Area Resource Efforts)	Tennessee State University	Gibson, Obion, Weakley, and Henry County Schools	Barbara Nye, 615/251-1540	A multi-county program established to help children enter school ready to learn, enable low-income families to become economically self-sufficient, locate family resource/child development centers in schools, and demonstate inter-agency collaboration between education, health, and human services.
Tennessee Mathematics Teachers Association Contest	Dyersburg State Community College	Crockett, Dyer, Gibson, and Lake County area schools	Wanda Vickery, 901/286-3384	DSCC serves as a testing center for the annual TMTA State-wide High School Mathematics Contest. The purposes of the contest are to stimulate interest in Mathematics by encouraging more students to include Math in their program of study and to honor those students who are outstanding in their knowledge of Mathematics.
Upper Cumberland Science Teachers Association - Spring Workshop on Science Teaching	Tennessee Tech. University w/ Motlow, Roane, and Volunteer State Community Colleges	Area high schools	Gordon Hunter, 615/372-3610	The workshop is planned in conjunction with the quarterly meeting of the Upper Cumberland Science Teachers Association. It explores teaching techniques as well as provides information on educational opportunities for teachers and students.
Watauga English Association Evening Meeting on Writing About American Literature	East Tennessee State University	Area high school and college faculty and students	Styron Harris, 615/929-4339	This activity is sponsored by the Watauga English Alliance on writing about American literature. It highlights the works of a single author and discuss pedagogical approaches to the works.
Workshop in Comprehensive School Health Education	University of Tennessee at Chattanooga	Chattanooga City and Hamilton County Schools	Gene Ezell, 615/755-4194	This initiative provides in-service to assist teacher in implementing the Tennessee State Department of Education's Comprehensive School Health Education Curriculum.
Workshop on Economic Education for High School and Community College Teachers of Economics	Austin Peay State University	Area High School faculty and community college faculty	Jim T. McMinn, 615/648-7755	The purpose of the workshop is to bring together economics teachers at the high school and college level to address the topic of "A Framework for Economic Literacy." Sessions on Economics Education for high school teachers are held.
Writing Collaborative	Motlow State Community College and Columbia State Community College	Cannon, Lincoln, Moore, and Warren County schools	Larry Kelley, 615/455-8511	This activity provides a clinical workshop experience for local high school and college writing instructors to introduce or review the tenets of cooperative learning in English composition. The Basic Academic Competencies are also reviewed, as well as the Academic Assessment and Placement Program.
Youth Motivation Days	Hiwasee College	Monroe County and Sweetwater Schools	James T. Murrell, 615/442-2520	The program encourages students to stay in school by demonstrating the lifetime advantages of education.

APPENDIX D
TENNESSEE HIGH SCHOOL GRADUATION REQUIREMENTS

Courses	Units
English Language Arts	4
Mathematics	2
Science	2
American History	1
Economics	½
Physical Education	1
Health Education	½
Electives	9
Total	20

Note: Students who entered 9th grade in 1991-92 and thereafter must complete ½ unit in United States Government. Students who enter 9th grade in 1993-94 and thereafter must complete 3 units of mathematics. The total number of units required will remain at 20.

APPENDIX E
MINIMUM HIGH SCHOOL COURSE REQUIREMENTS FOR REGULAR UNDERGRADUATE ADMISSION TO TENNESSEE BOARD OF REGENTS INSTITUTIONS AND THE UNIVERSITY OF TENNESSEE INSTITUTIONS

SUBJECT AREA AND UNITS	HIGH SCHOOL COURSES FULFILLING REQUIREMENTS	
English: 4 units required	English I, II, III, IV	
Algebra I and II: 2 units required	Algebra I, Algebra II	
Advanced Mathematics: 1 unit of geometry or an advanced course with geometry as a significant component required	Unified Geometry Trigonometry Advanced Math Survey Calculus	Analytical Geometry Probability & Statistics Advanced Algebra
Natural/Physical Sciences: 2 units required; 1 must be a laboratory course in biology, chemistry, or physics	Biology I, II Chemistry I, II Physics Physiology Geology Ecology and Conservation of Natural Resources	Principles of Technology General Science Physical Science General Science 1-A
U. S. History: 1 unit required	U. S. History	
Social Studies: 1 unit required	World History Ancient History Modern History	World Geography European History
Foreign Language: 2 units in same language	Latin French Spanish German	American Sign Language I Japanese Russian
Visual/Performing Arts: 1 unit required (beginning Fall 1993)	Theater Arts Visual Arts Music Theory Music History	Vocal Music Instrumental Music Art History General Music

APPENDIX F
STATE BOARD OF EDUCATION
MASTER PLAN FOR TENNESSEE SCHOOLS:
PREPARING FOR THE 21ST CENTURY

Mission: To Have Tennessee Schools Among the Best in the Nation

Goals for the Eight Key Result Areas

Early Childhood Education

Goal: All Children will begin school ready to learn.

Primary and Middle Grades Education

Goal: All children will complete the primary grades able to read, write, and solve mathematical problems effectively and will complete the middle grades able to learn independently and demonstrate competency in challenging subject matter.

High School Education

Goal: At least 90 percent of all students will complete high school and will be prepared for college-level work, post-secondary technical education, or employment.

Technology

Goal: State-of-the-art technology will be used to transform instruction and learning in all schools, provide professional development, manage schools and school systems, and link all schools in a statewide information network.

Professional Development and Teacher Education

Goal: The teaching profession will attract and retain well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

Accountability

Goal: State and local education policies will be focused on results; Tennessee will have assessment and management information systems that provide information on students, schools, and school systems to improve learning and assist policy making.

School Leadership and School-Based Decision Making

Goal: Leaders of schools and school systems will be well prepared and will accept responsibility for improved performance of schools and school systems.

Funding

Goal: The Basic Education Program will be fully funded to ensure adequate and equitable support for Tennessee schools.

APPENDIX G
STATE BOARD OF EDUCATION
PERFORMANCE GOALS AND STANDARDS FOR
TENNESSEE SCHOOL SYSTEMS

Goals to be achieved by each school system by the year 2000:

Goal I - Academic Gain

An average gain in reading, language, mathematics, science and social studies at each grade in grades 3 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP norm referenced tests.

Goal II - Promotion

An overall average student promotion rate of at least 97% in grades K-8.

Goal III - Proficiency

Student mastery of competencies in mathematics and language arts as measured by the TCAP Proficiency Test. The goal using the current test will be 90% success in language arts and in mathematics.

Goal IV - Graduation

A graduation (school completion) rate of 90%. The rate shall be calculated by including the following as completers:

- Individuals who are enrolled in traditional high school programs and who receive a regular diploma, honors diploma, special education diploma or high school certificate in June or August graduations;
- Individuals 19 years old and under who receive a high school diploma by completing an adult high school program;
- Individuals 19 years old and under who receive a GED credential.

Goal V - Attendance

An overall average attendance rate of a least 95% for students in grades K-6 and 93% for students in grades 7-12.

APPENDIX H
TENNESSEE HIGHER EDUCATION COMMISSION
TENNESSEE CHALLENGE 2000

A. By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

- The combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.
- 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.
- Graduate and professional school enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.
- Headcount enrollment in area vocational/technical schools will reach 24,000 students per year.
- Enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.
- Public universities in Tennessee will graduate at least 51% of students within six years of enrollment.
- Two-year institutions in Tennessee will graduate at least 25% of students within six years of enrollment.
- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.
- The racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.
- Rates of persistence to graduation will be the same for blacks as for other racial groups.

B. By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

- The average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.
- Passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.
- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.

- Rates of transfer from public community colleges to state universities in Tennessee will be the same for blacks as for other racial groups.

- A Superior Teaching Program will be fully funded and implemented across the state.

- Cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

C. **By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.**

- 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number 396 (22%) will be black.

- 95% of teacher education programs in Tennessee's public universities will pass the NTE or an equivalent examination on the first attempt.

D. **By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.**

- Expenditures on research from restricted accounts at universities will reach $230 million by the year 2000.

- Expenditures on public service from restricted accounts at universities will reach $43 million by the year 2000.

E. **By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.**

- Faculty salaries at Tennessee public higher education institutions will be above those of their peers in other states.

F. **By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.**

- Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.

- Annual private contributions to Tennessee public higher education will be $140 million.

APPENDIX I
TENNESSEE HIGHER EDUCATION COMMISSION
MASTER PLAN FOR HIGHER EDUCATION
HIGHER EDUCATION SERVING TENNESSEE

Executive Summary

Through strategic planning, Tennessee higher education is combining educational policy and planning with financial administration. This plan represents a blue print for Tennessee higher education as, together, we prepare for the year 2000.

As we enter the next century, out state's population will be only slightly larger but will be older. Most of the jobs available to our citizenry will require not only the best elementary and secondary education but also postsecondary training.

Recognizing the urgency that Tennessee can and should be a leader in educational and economic achievement, representatives of the two higher education governing boards and the state coordinating board met during the past year to project goals and objectives for Tennessee higher education.

Within this strategic plan, higher education proposes to serve Tennessee's student population; serve the schools of Tennessee; help Tennessee realize its economic potential; continue and expand quality initiatives; improve institutional efficiency; and use technology to serve Tennessee.

SERVING STUDENTS

In spite of abrupt increases in higher education enrollments during recent years, the educational needs of the state are far from being met. In terms of the percentage of persons age 25 or older who have completed 4 or more years of college, Tennessee with 12.6% is significantly below the national average of 16.2% and the SREB average of 14.5%.

Tennessee must become a leader in attracting jobs and serving its work force needs. It is predicted that the nation, and especially the South, will experience severe work force deficiencies during the next decade and into the next century. Tennessee can resist that trend by raising the educational and job skill levels of its work force and by ensuring that such improvement responds to the needs of both urban and rural areas.

The resources of higher education within the state--private and public colleges and universities must be brought to bear on this issue. The Fall 1990 public higher education enrollment in Tennessee was approximately 180,000 students. An increase of 70,000 students by the year 2000, thus raising enrollment to 250,000, would move the state to a competitive level in the south and nation with respect to the needs of an educated work force.

SERVING SCHOOLS

In Tennessee we must view the relationship between K-12 and higher education as a mutually dependent continuum. Success at any one level of education depends on good performance at all levels. Higher Education has a responsibility to serve and support K-12 as its partner in improving all of education.

HELPING TENNESSEE ECONOMICALLY

Tennessee's competitiveness can be improved and sustained only if it builds and maintains high quality educational programs and provides access to them for students from kindergarten through advanced graduate programs. Further, the sustained attractiveness and well being of the state will require that higher education contributes to high quality health care, implementation of new technologies, and continued cultural and social growth of the state.

IMPROVING QUALITY

To improve quality of universities and colleges, the plan recommends new Chairs of Excellence and professorships for outstanding teachers and improvements to faculty salaries.

IMPROVING EFFICIENCY

It is obvious that in order to meet the needs of the citizens of Tennessee, higher education institutions must operate in as effective and efficient a manner as possible. Great care must be taken to ensure that the maximum effect is achieved from any appropriation of new funding into the higher education system. Administrative cost savings should be reinvested into making the instructional programs more effective.

The coordinating and governing boards should ensure that strategic planning, outcomes assessment, program review, and executive accountability are effective and properly supported. Higher education should expand its emphasis on assessment of student learning and on evaluation of institutions fulfilling their missions as part of the strategic planning process. Personnel should be well compensated, appropriately supported, and all programs thoroughly evaluated.

USING TECHNOLOGY

Higher education should participate as a partner with the state in the planning and development of a state telecommunications system and should continue to upgrade the technological capabilities of all institutions to improve the delivery of services to the state.

The higher education community believes that the implementation of recommendations contained in the report, Higher Education Serving Tennessee, will assure that the quality of higher education will improve markedly, that Tennessee will be a leader among the other states, and that the citizens of Tennessee will be well served by their colleges and universities.